DOCUMENT RESUME

ED 427 560 FL 801 294

| | |
|---|---|
| TITLE | Family Violence: A Curriculum Sample. Women's Issues Series, Vol. II. |
| INSTITUTION | Refugee Women's Alliance, Seattle, WA. |
| SPONS AGENCY | Laubach Literacy International, Syracuse, NY. |
| PUB DATE | 1996-00-00 |
| NOTE | 14p. |
| PUB TYPE | Guides - Classroom - Teacher (052) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Adult Education; Advocacy; Change Strategies; *Child Abuse; Cultural Context; Discussion (Teaching Technique); *Emotional Abuse; *English (Second Language); *Family Violence; Immigrants; Instructional Materials; Refugees; Second Language Instruction; *Sexual Abuse; *Womens Education |

ABSTRACT

The materials in this curriculum sample are written as an English-as-a-Second-Language (ESL) lesson for immigrants and refugees, designed to begin discussion of family violence. An introductory section outlines issues related to discussion of family violence in the classroom setting, including the importance of opening lines of communication and disseminating information, techniques for advocacy, attitudes about family violence, and resistance to change. The lesson consists of a picture with questions for discussing interpretations, definition of forms of violence, activities for examining personal relationships, a story and related comprehension questions, identification of phases in the cycle of violence, language exercises, and followup activities. Some useful resource materials and organizations are also listed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 427 560

WOMEN'S ISSUES SERIES
VOL II

# Family Violence

## A Curriculum Sample

**Developed by**
**Refugee Women's Alliance**
**Seattle, Washington**

**Spring 1996**

**This project was made possible by a grant from:**
**Laubach Literacy International**
**Women in Literacy/USA Project**
**Syracuse, NY**

FL801294

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Charles LeBud
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

# Introduction

The Refugee Women's Alliance (ReWA) is a non-profit, community-based organization with the mission of helping refugee and immigrant women achieve self-sufficiency through networking, educational, and support services. Located in the Rainier Valley of Southeast Seattle, ReWA serves more than 700 women and their families each year. Services at the center include: English as a Second Language, Family Literacy, on-site childcare and early childhood education, parent education workshops, advocacy and support for victims of domestic violence, batterer's treatment, resource, and referral.

Family violence is a sensitive issue to discuss in a classroom setting. However, if the cycle of violence is to be broken in families, family violence and abuse must be identified and discussed. If family violence does not affect someone directly, dissemination of information and education is still crucial to raise awareness of domestic violence in all communities. Family violence is hurting someone; a friend, neighbor, family member or child.

The materials in this curriculum sample are written as an ESL lesson to begin the discussion of family violence. Serious and disturbing issues may be uncovered and further information, education and support may be needed. Be ready to respond with information and referral.

Tutors, teachers, and bilingual interpreters are strongly encouraged to familiarize themselves with information related to domestic violence. Advocates from the same culture as a student need to be especially careful about translating terms and explaining issues between the U.S. perspective on domestic violence and the student's culture. There are suggested reading materials on domestic violence at the end of this booklet. In addition, research local agencies or shelters that help victims of domestic violence and find the number for the Domestic Violence Hotline in your area.

In the experience of advocates at the Refugee Women's Alliance, victims may at first be resistant to the idea that something can be done to change family violence. In addition, there may be resistance to the idea that violence is not the victim's fault. These materials are intended for opening up a discussion of family violence. Make use of professionals in your area for advice, classroom speakers and resources.

# Domestic Violence - A Lesson Plan

## Introduction:

Picture from Picturing Change: An Illustrated Guide to Worldwide Literacy Programs.
Laubach Literacy International

## Picture code

Discuss the picture using the following questions:

- What is happening?
- How do the people in the picture feel? ( woman, children, man)
- What is the man doing?
- What is the woman doing?
- What are the children doing?
- Why is this happening?
- Why do things like this happen?
- Does this happen in your culture?
- What should men, women, and children in this situation do?

**Domestic Violence:**

Domestic violence happens when one person in an intimate relationship believes he or she has the right to control the other person's feelings, behavior and actions. This violence, or ways of controlling, takes many forms: physical, sexual, and emotional.

**Put three headings on the board.**

**Physical** **Emotional** **Sexual**

Hand out index cards with different examples of power and control written on them. Have the students place the examples under one or other of the headings. Some examples may cross over more than one category. Discuss these examples and why they would be both one form of abuse or another.

Punching, unwanted touching of the body, not giving any money, kicking, saying he will take the children away, forcing you to have sex, punching the wall, slapping, saying you are a bad wife, telling you a woman that the man can make all the decisions, etc. Ask students to add any more examples under each heading.

# BREAKING THE CYCLE OF VIOLENCE

## Warm Up Activities

1. **What are the characteristics of a good friend or partner?**

   Students in pairs or small groups brainstorm characteristics together. Share lists with the whole class. What is common in all of the lists?

2. **Timeline of your relationship**

   Choose a relationship you have had with a person for a long time. It could be a husband, partner or friend. Share the time line with another student.

| Met | Had 1st child | Moved | Child starts school | Had 2nd child |
|---|---|---|---|---|
| 1989 | 1991 | 1992 | 1995 | 1995 |

3. **Sentence completion**

   I show I love for _____ ( family member) by _____.

   *cooking for them.*
   *taking care of them when they are sick.*

   My _____( family member) shows he/she loves me when _____.

# The Cycle of Violence

The story can be read aloud or the students can be given the text to read. For students with limited English or literacy, the story can be told orally with a story board to illustrate the main events.

## A Love Story

Rose and Jim met in high school. Rose married Jim when she was 17. Jim was 19 years old. They had fun together. They went dancing and they went to movies. One day Jim asked Rose to buy a gift for his mother. Rose forgot to buy the gift. He was very angry, he yelled at Rose and he held her arm very tightly. Rose cried. The next day Jim bought her a gold necklace and said he was sorry.

Rose had a baby. The baby cried a lot during the night. Jim got angry when the baby woke him up. He shouted at Rose and told her she was not a good mother. Rose was upset and cried a lot. One night Ellen had a fever. Rose asked Jim to take them to the hospital. Jim got very angry and told Rose the baby was sick because it was her fault. Rose told Jim she wanted to go and stay with her parents until things were better. Jim said he would take the baby away from her if she went to her parents house.

Two days later Jim bought Rose a new blue dress. There was a note saying, "I love you baby". Rose was very happy and she forgot about their fight. For one week Jim did not complain when the baby cried. Rose felt happy again. She knew Jim loved her and the baby.

Rose was cooking in the kitchen when Jim came home. He was in a bad mood. Rose was scared and she was very quiet. She was worried that the baby would cry and make him even more angry. Rose gave Jim his food, he said the food was cold. He grabbed her by the arm and twisted it. Rose screamed and ran into the bedroom. Everyday Jim came home in a bad mood. He got angry very quickly. Finally, Rose asked Jim if there was something wrong. He got very angry and said she was spending too much money. He said he would not give her any more money.

Rose was very worried. She did not have any money to buy food. She called her mother to ask for some money. Rose bought some food and some flowers to make the apartment look nice. When Jim came home he asked her where she got the money. He was so angry that he hit Rose very hard. He told Rose that if she ever asked her mother for money again he would kill her. Rose has bruises on her face and arms.

**Comprehension Check:**

1. Who is Rose?
2. Who is Jim
3. Is there a problem?
4. What is the problem?
5. Who has the problem?

**Feelings:**

1. How does Rose feel? Why?
2. How does Jim feel? Why?

**Personalize:**

1. Do you know any couples like Rose and Jim?
2. What happened?
3. If you were Rose, what would you do?
4. If you were Rose's friend, what would you do?

**Cultural Comparison:**

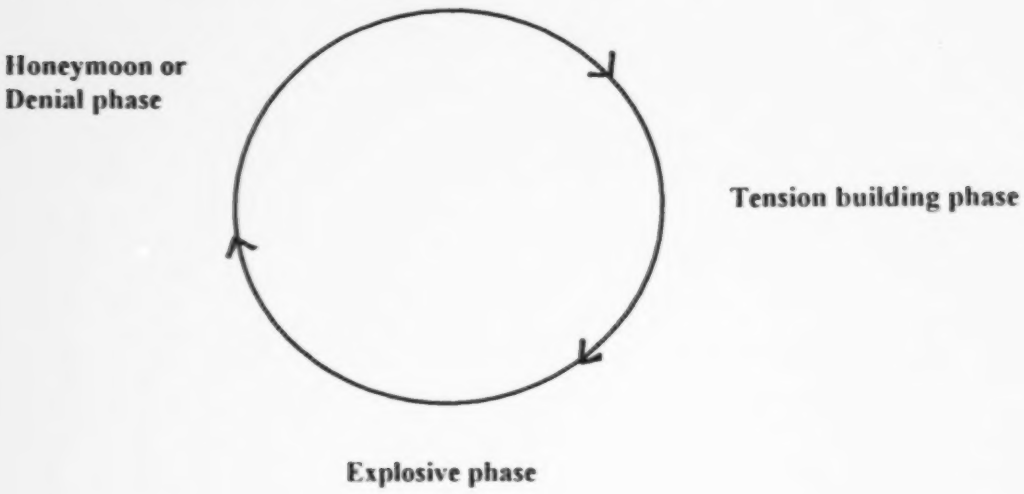
1. In your country do husbands hit their wives?
2. In your country, how do you solve problems between husbands and wives?
3. What can women do if they are unhappy with their husband?
4. Who can help a woman if she is being abused?

**Opinions:**

1. What do you think Rose should do?
2. Why do you think Rose and Jim have a problem?
3. Why are there problems like this?
4. What can families do when they have problems like this?
5. Who can help Rose and Jim?
6. What can happen if Rose and Jim do not get help?

## Identifying the Cycle of Violence

Introduce the phases in the Cycle of Violence:




**Ask students to match phases in the cycle to events in the love story.**

- What were the honeymoon phases?
- How do you know?
- What did Jim do?
- How did Rose feel?
- What were the tension building phases?
- How do you know?
- What did Jim do?
- What happened in the explosive phases?
- What did Jim do?

**Identifying power and control situations**

1. Remind students of the types of abuse and examples of each type they thought or earlier.

   Emotional abuse
   Physical abuse
   Sexual abuse

2. Ask students to find examples of different types of power and control in the story.

## ESL Activities

### 1. Vocabulary

Practice the following words:

| | | |
|---|---|---|
| yelled | complained | grabbed |
| bad mood | bruises | |

### 2. Matching words with definitions

Write the vocabulary words on one side of the board and the definitions on the other side. Ask students to match the word and definition.

| | |
|---|---|
| yell | When a person does not feel happy, maybe the person is angry. |
| bruises | To say or write a letter when something happens that you do not like. |
| grabbed | To talk or shout in a loud voice. |
| complain | To take something from someone quickly or violently. |
| a bad mood | Black or blue marks on your body after a bump or if someone hits you. |

**3. Sentence Completion**

Put one word in each sentence

a. I was at the bus stop when someone _____ my purse and ran away. I lost $50.

b. Her boss was angry and shouted at her because he had a problem with his car. She did not do anything wrong he was in a _____.

c. There was a mistake on the bill in the restaurant. I _____ to the manager.

d. He fell down and hurt his leg. There were _____ on his knee.

e. His friend has a new car and he has an old car. He wants a new car too. He feels _____.

**4. Vocabulary Extension**

a. First give some examples for yourself and then ask the students to make their own lists

| What puts me in a good mood | What puts me in a bad mood |
|---|---|

b. Negative and Positive feelings

Students work in pairs to sort out the list into negative and positive feelings.

| | |
|---|---|
| happy | angry |
| excited | jealous |
| worried | nervous |
| cheerful | ecstatic |

Students can add any other feelings words to the list that they know.

5. **Verbs: Irregular past verbs in the story**

Make two columns of verbs. Have students match the infinitive and past tense forms. With each match, have students say the past and present tense forms for the pronunciation contrast.

| Infinitive | Past |
|---|---|
| _____ | meet |
| go | _____ |
| _____ | had |
| _____ | cried |
| _____ | got |
| _____ | woke up |
| give | _____ |
| say | _____ |
| forget | _____ |

Write the infinitive forms and the past tense forms on different colored index cards. Students can play concentration for reinforcement. When students make a match the student has to say a sentence with the past form to keep the matched pair of cards.

6. **Past continuous and simple past for interrupted actions**

From the story: *Rose was cooking when Jim came home.*

1. How many actions are there? Underline the two actions.
2. Which action started first?
3. What happened to stop this action?
4. Look at the form of the verb in the first action. The action that started first needs was or were plus verb+ing. The second action is in the simple past.

**Practice:**

Give students a prompt card with an everyday action on it. Example: wash the dishes, sweep the floor, cook, watch TV. Have the students stand in a circle and pantomime their actions all at once. Tell them to stop when the teacher claps. After you clap have the students say their sentence.

For example: *I was watching TV when you clapped.*

**Controlled practice:**

Making substitutions. Give a model sentence and provide cues for students to make substitutions:

Rose was cooking when Jim came home
**Cue:** I
*I was cooking when Jim came home*
**Cue:** sleeping
*I was sleeping when Jim came home*

The teacher can give multiple substitutions to be made in one sentence

**Rapid oral drill:**

Hand out cards with two actions written on them. The students need to say one sentence for the two actions.

*drive to the store*

*police stop me*

*I was driving to the store when the police stopped me.*

**Extended practice:**

Divide the class into small groups. Each group needs a recorder and a facilitator. Each group has a topic to discuss. For example: ways to deal with anger, what to do if your friend is a victim of domestic violence, things to do to feel better if you feel depressed or down.

After their discussion the groups need to present their ideas to the rest of the group. This can be in the form of a poster to share with others, a skit, a list or oral report.

## Follow up activities:

1. Invite a police officer in your area to talk about legal issues connected to domestic violence. Call the Domestic Violence Hotline in your area to find a speaker who can give information and resources abut domestic violence.

2. Develop a safety plan with students. Prepare a hand out with sentences to discuss and complete.

   **Safety Plan**
   Although you are not responsible for, nor do you have control over an abuser's violence, you do have a choice about how to respond to the abuser, and how best to get yourself (and your children) to safety.

   If it is not safe to stay, I will_____ ( Practice how to get out safely).

   I will keep my bag ready and keep it in _____ ( place)

   I will need to take _____ (list of important documents and personal items needed).

   I will use _____ as my code word/phrase with my children or my friends so they can call for help.

   If I leave my home, I will go _____ ( keep a list of emergency numbers in your purse or wallet).

3. Provide pamphlets, newspaper and magazine articles on domestic violence for students to read.

4. Help students research telephone numbers of support services where they could get help.

Useful Publications

Domestic Violence: A Practical Guide for Women
City of Seattle
Office for Women's Rights
700 3rd Avenue, Room 220
Seattle, WA 98104
(206) 684-0390

Domestic/Dating Violence
An Information and Resource Handbook
Metropolitan King County Council
1200, King County Courthouse
516 Third Avenue
Seattle, WA 98104
1-800 325-6165